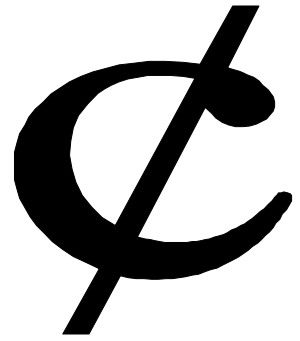


Shopping Trip



Math Performance Event

Grades K-2

by

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MAP Team Members

Gasconade County R-2 School District



South Central Regional MAP Center

Shopping Trip

Purpose: The student will go on a shopping trip and stay within a budgeted amount to choose a birthday gift(s) for a boy. The performance event is intended as an assessment after a math unit dealing with money. This event will assess the student's knowledge of the value of a penny, nickel, and dime and will assess the student's ability to count by multiples of ones, fives and tens. The student is required to give his/her reasoning for the choice of the birthday gift(s) based on the price, Robert's likes, age, and gender.

Show-Me Standards Addressed:

Knowledge: M1

Performance: 1.10 and 1.4

Grade Range: Early Primary (K-2)

Subject: Math

Materials Needed: pencil and the Performance Event Packet containing the Student Prompt, Scoring Guide, Piggy Bank Sheet, Wally's Kids' Store Sale's Sheet, and the Response Sheets.

Time Needed for Event: 30-40 minutes

Instructions for Administration: Provide students with the Performance Event Packet and read the prompt aloud so they clearly understand the directions. Read and discuss the scoring guide so the students know exactly what is expected.

Pre-assessment Instructions: Prior to doing this event, students should have a working knowledge of the value of a penny, nickel, and dime and be proficient in counting simple sums of money.

Shopping Trip: Student Prompt

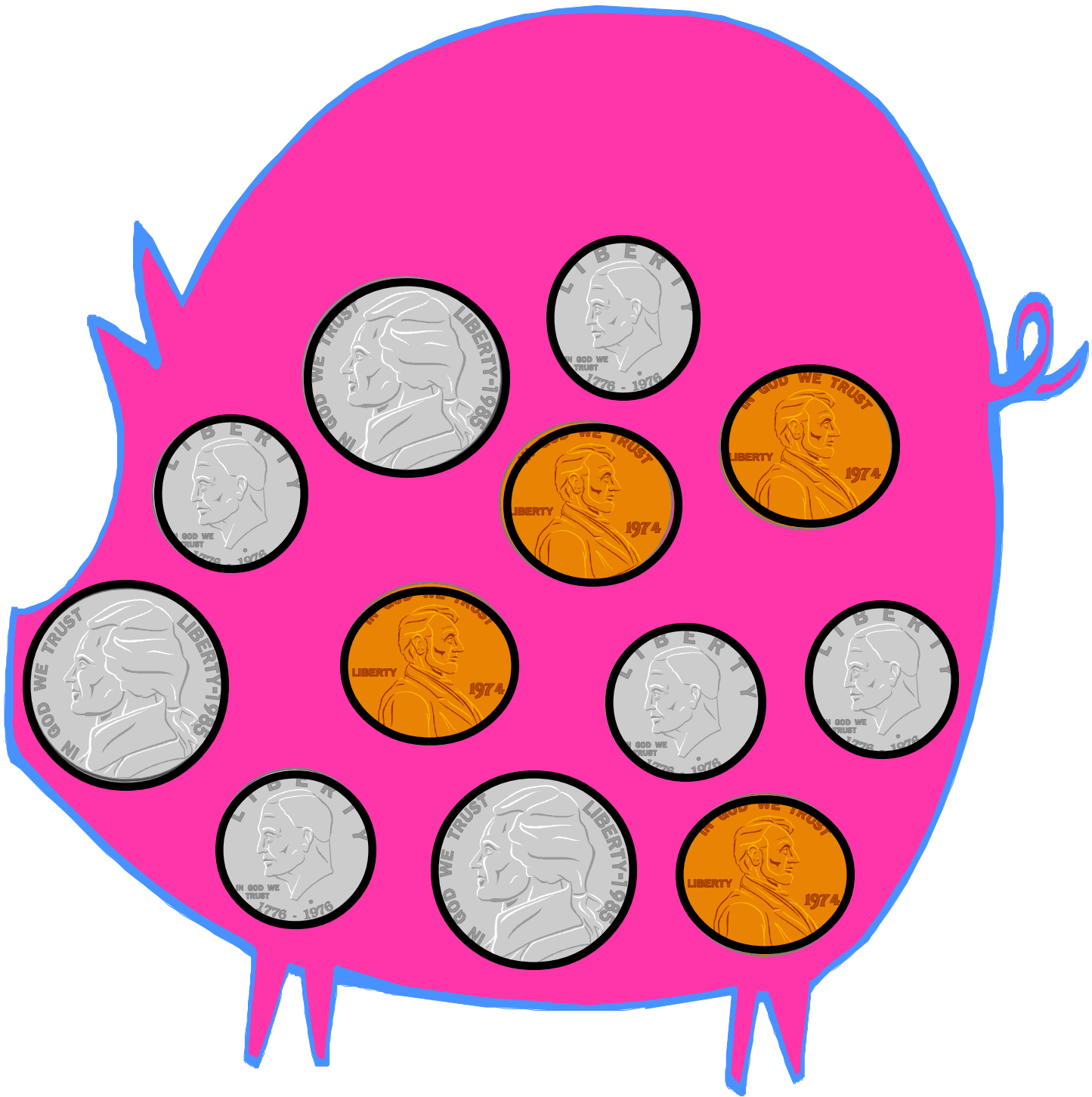
You have been invited to Robert's seventh birthday party and need to buy a gift for him. You are not sure what to buy but do know that he likes sports and likes to draw.

Look at Wally's Kids' Store Sale's Sheet to find a gift or gifts you think Robert would like for his birthday. You will have to use the money in your piggy bank to buy Robert's gift. You can not spend more than what you have in your bank.

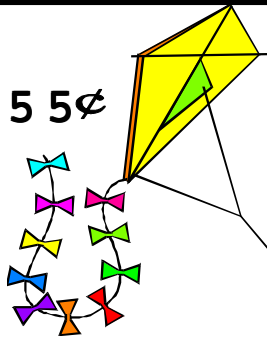
After you have counted the money in your piggy bank and have used "Wally's Kids' Store Sale's Sheet" to decide on a birthday gift or gifts, use the Response Sheet to tell what you are going to buy and why you chose this gift(s).



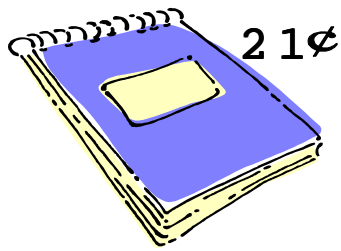
My Piggy Bank



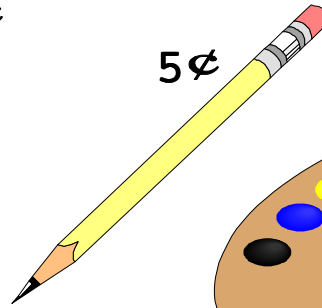
Wally's Kids' Store Sale's Sheet



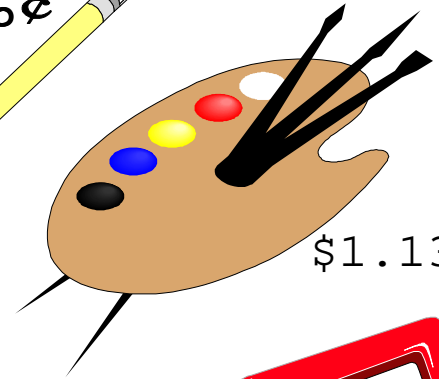
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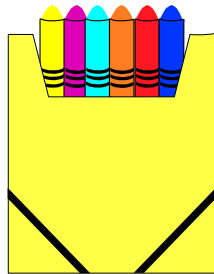
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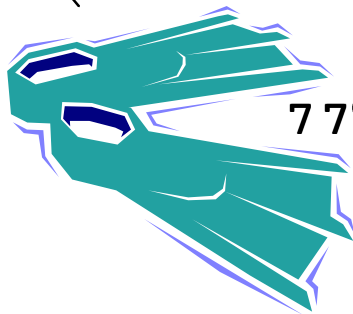
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\$1.13



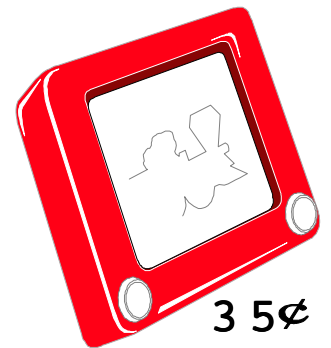
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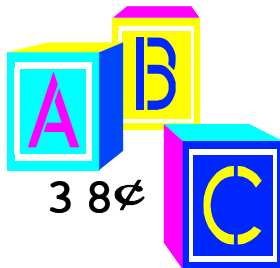
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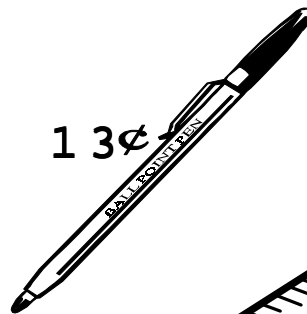
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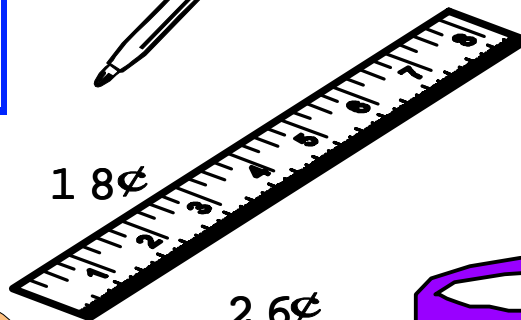
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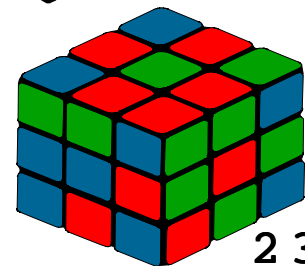
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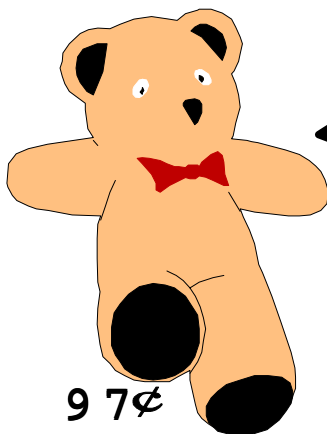
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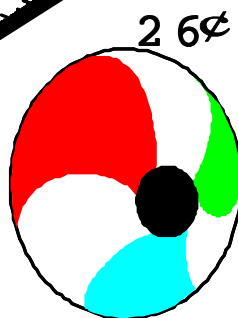
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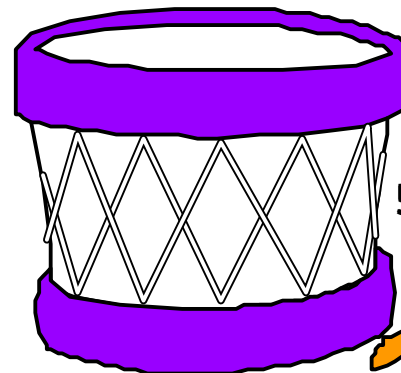
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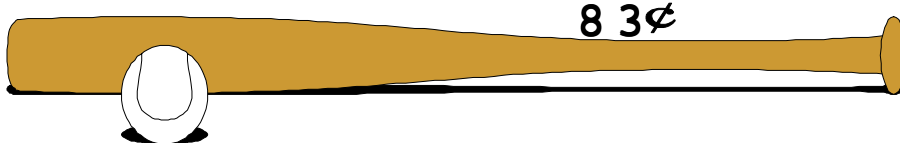
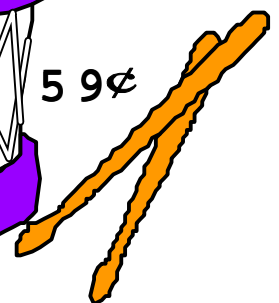
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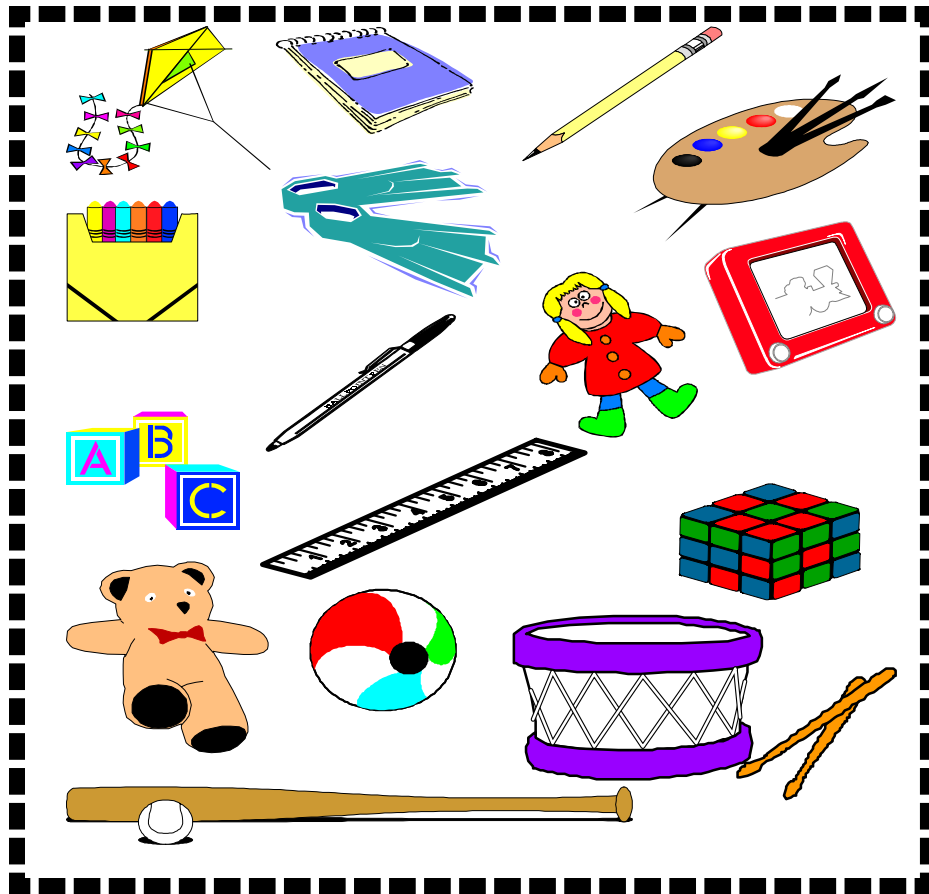
83¢

Student Response Sheet #1

Write the amount of money you have in your piggy bank._____ This is how much you have to spend.
Use the space below to do your work.

Student Response Sheet #2

In the box below, circle the gifts or gifts you are going to buy for Robert.

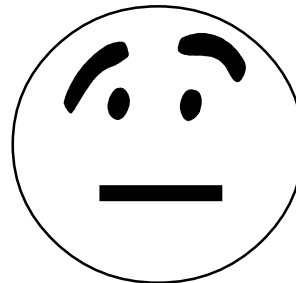
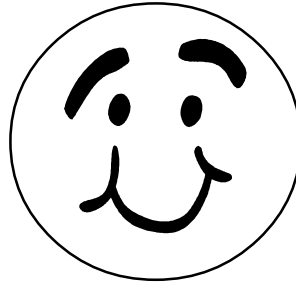
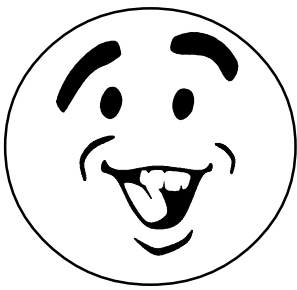


On the lines below, write all the reasons why you chose this gift(s).

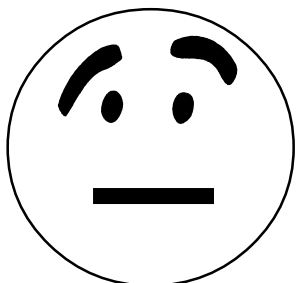
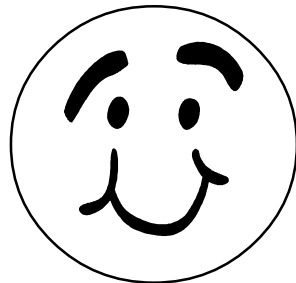
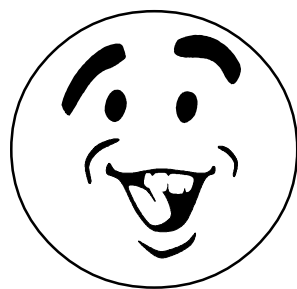
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Student Scoring Guide

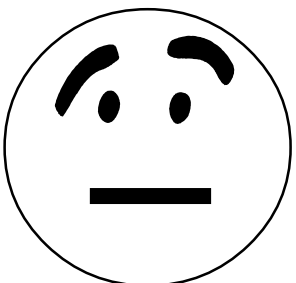
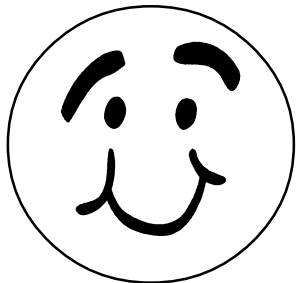
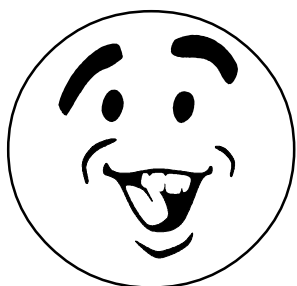
I know the value of a penny, nickel, and dime, and am able to count the money in the piggy bank correctly.



I decide on a gift or gifts that are appropriate and within my price range.



I provide clear and accurate reasons for my choice(s) of gift(s).



Teacher Scoring Guide

Criteria to be assessed.	Exemplary	Acceptable	Partial Success	Little or No Success
The student has knowledge of the mathematical skills needed to solve the problem such as the value of coins, counting money, and computational skills. (M1)	The knowledge is fully demonstrated.	The knowledge is sufficiently demonstrated.	There is partial understanding; knowledge is confused and somewhat fragmented.	There is no understanding.
The student stays within a budgeted amount to buy appropriate gifts. (1.10)	Utilizes the amount of money saved to buy appropriate gift(s) and stays within the budgeted amount.	Utilizes the amount of money saved to buy appropriate gifts; may stay within the budgeted amount or may be slightly over.	Utilizes the amount of money saved to buy inappropriate gifts and/or spends grossly over the budgeted amount.	Utilizes the amount of money saved to buy inappropriate gifts and/or has little or no knowledge how to budget money for spending purposes.
The student provides appropriate reasoning for making the choice(s) for buying the birthday gift(s). Some reasons may include age, likes, gender, and price. (4.1)	The response contains all of the appropriate reasons and may offer some insightful options as to why others are not appropriate.	The response contains most of the appropriate reasons; may contain some reasons that are not appropriate.	The response contains only one appropriate reason and may contain some reasons that are not appropriate.	The response contains no reasons or severely flawed reasoning.

